

Financial education and values in comparative perspective

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Aflatoun

- NGO working in 94 countries
- 3-month programme (16h)
- Uganda: ~2,000 students (primary school)
- Randomised Control Trial
 - Increased awareness/knowledge
 - No effects on behaviour

Article

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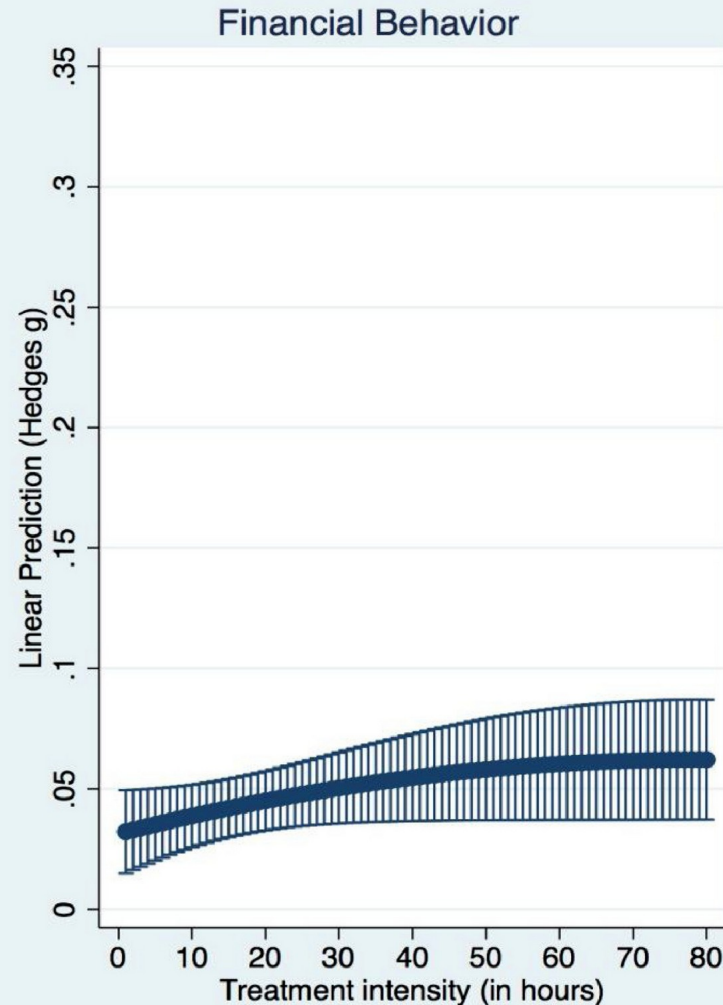
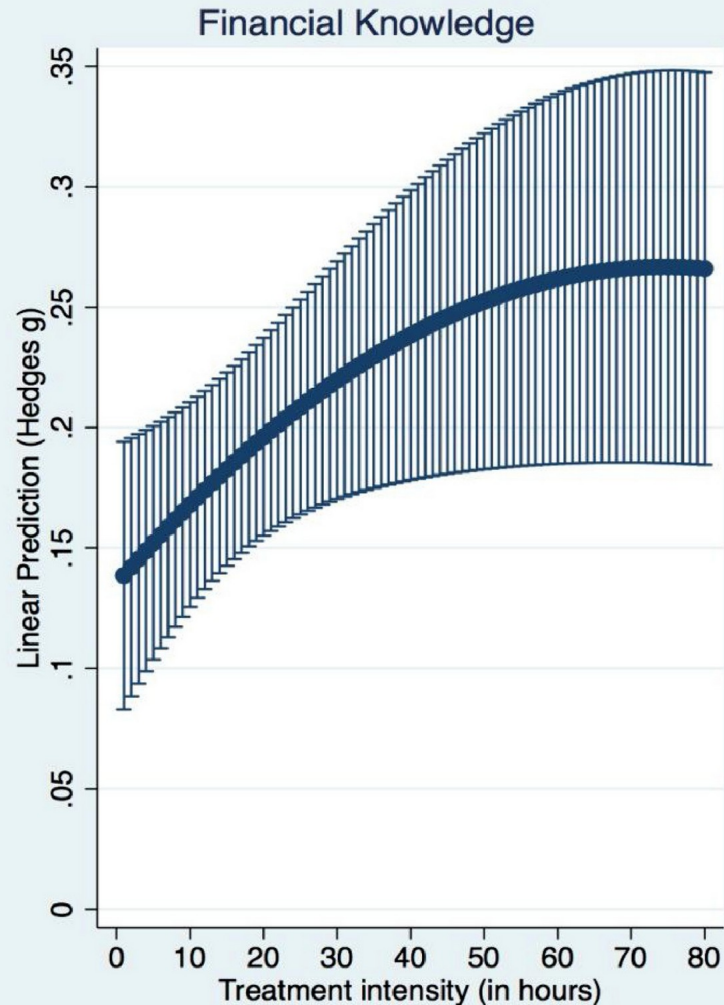
**The Impact of
Social and Financial
Education on Savings
Attitudes and Behavior
Among Primary School
Children in Uganda**



Suthinee Supanantarook¹, Robert Lensink^{1,2},
and Nina Hansen³



Knowledge X Behaviour

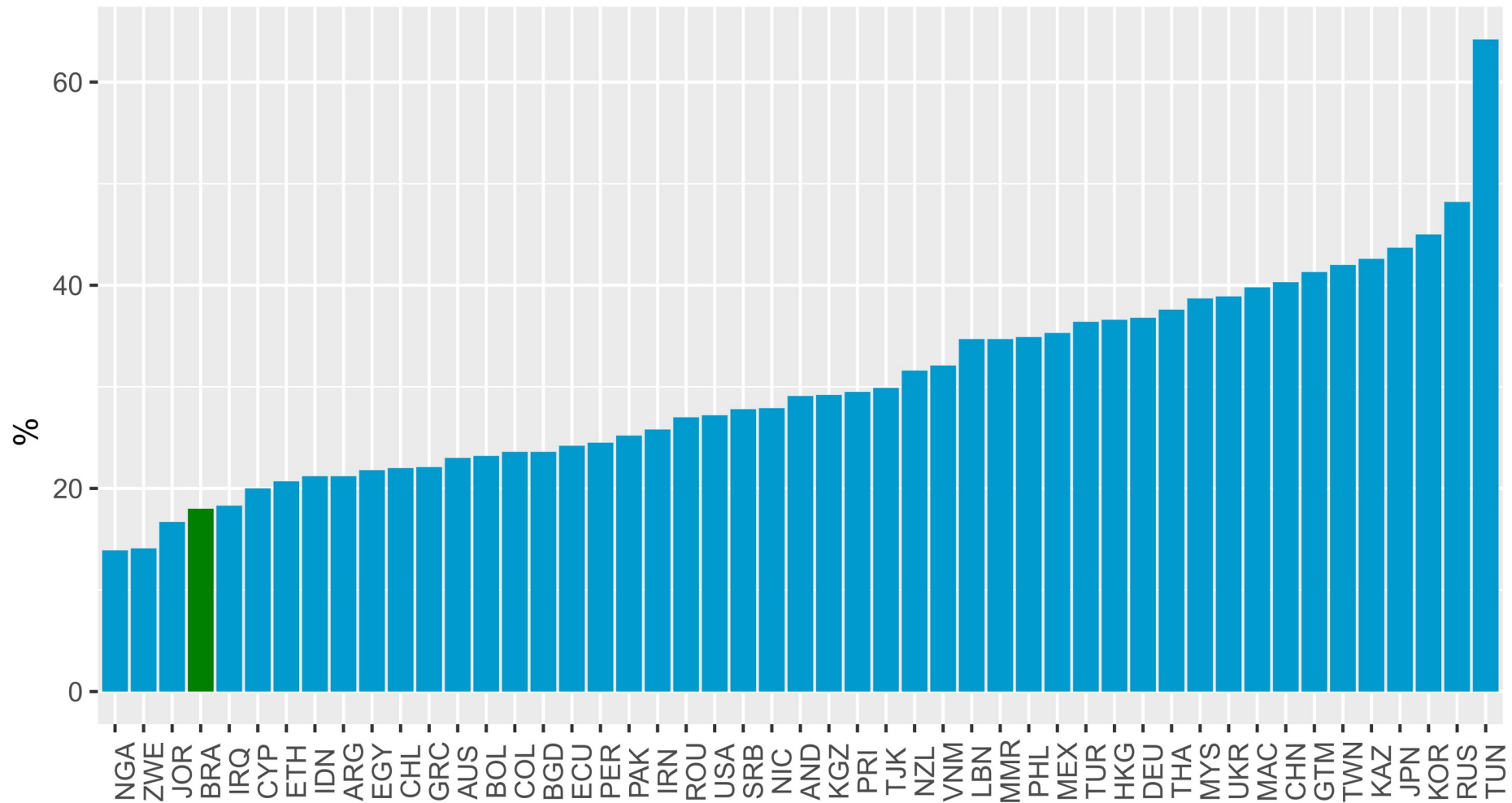


Kaiser, T., & Menkhoff, L. (2020). Financial education in schools: A meta-analysis of experimental studies. *Economics of Education Review*, 78, 101930. <https://doi.org/10.1016/j.econedurev.2019.101930>

Knowledge-Behaviour gap

- Socio-economic context
- Risk perception (life exp. / climate change)
- Knowledge/attitudes: Inform vs. Transform
- Values/Culture

Child qualities: save money

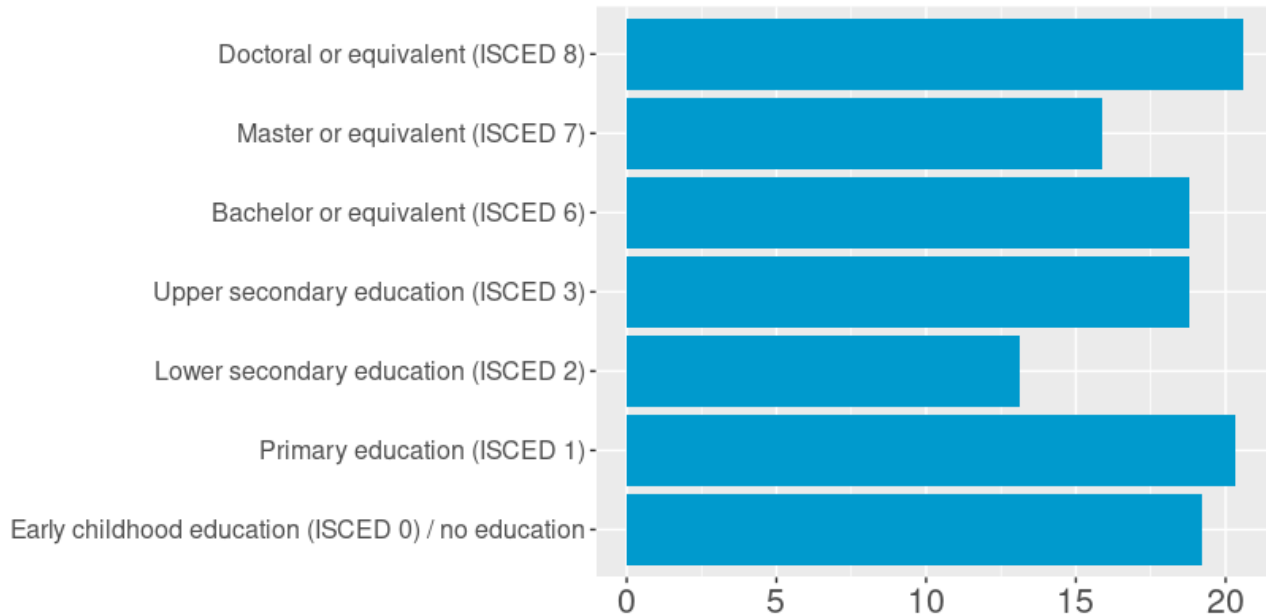


Source: WVS/EVS Wave 7

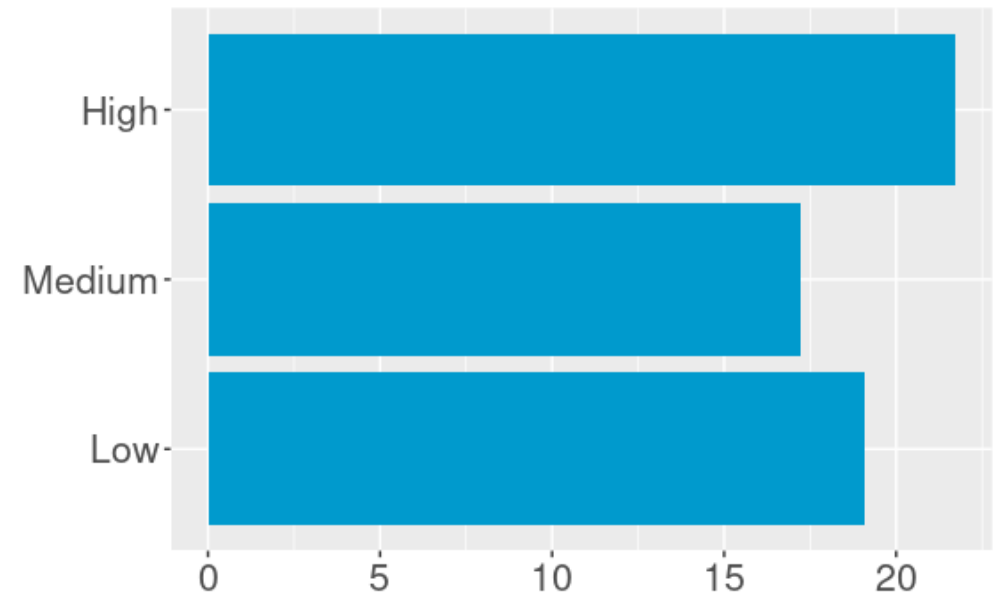


Child qualities: save money (BRA)

Education



Income



Source: WVS/EVS Wave 7

Critical financial education

- Learning to... make informed decision
- ...participate as citizens (beyond consumers)
- ...create and transform

Moritz Hütten & Daniel Maman & Zeev Rosenhek & Matthias Thiemann, 2018. "[Critical financial literacy: an agenda,](#)" [International Journal of Pluralism and Economics Education](#), vol. 9(3), pages 274-291.

